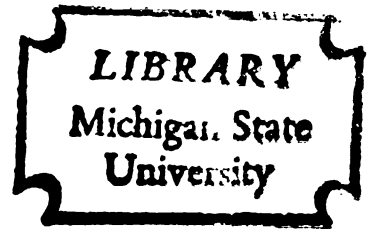


A COMPARISON OF SELF-PERCEIVED NEEDS AMONG  
BLACK AND NON-BLACK MALES ATTENDING AN  
INNER-CITY COMMUNITY COLLEGE AND THOSE  
ATTENDING A SUBURBAN COMMUNITY COLLEGE

Thesis for the Degree of Ph.D.  
MICHIGAN STATE UNIVERSITY  
BOBBY R. OFFUTT

1971



This is to certify that the

thesis entitled

A COMPARISON OF SELF-PERCEIVED NEEDS AMONG  
BLACK AND NON-BLACK MALES ATTENDING AN INNER-CITY  
COMMUNITY COLLEGE AND THOSE ATTENDING A  
SUBURBAN COMMUNITY COLLEGE

presented by

Bobby R. Offutt

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Higher Education

A handwritten signature in dark ink, appearing to read "Major R. Offutt", written over a horizontal line.

Major professor

Date July 12, 1971

## ABSTRACT

### A COMPARISON OF SELF-PERCEIVED NEEDS AMONG BLACK AND NON-BLACK MALES ATTENDING AN INNER-CITY COMMUNITY COLLEGE AND THOSE ATTENDING A SUBURBAN COMMUNITY COLLEGE

By

Bobby R. Offutt

The purpose of this study was to investigate the self-perceived needs of Black male students in a suburban and an urban community college and to compare and contrast their self-perceived needs with a comparable sample of Non-Black students in both colleges. A needs inventory was devised to elicit response to five potential and predetermined areas of need: finance, morale, counseling, self-concept, and orientation.

It was further the purpose of this study to determine if the needs are perceived differently when Black students are in the majority and when they are in the minority.

#### Population and Sample

The sample consisted of 98 male students (55 Black and 43 Non-Black) from Highland Park Community College located in the inner city of Detroit, Michigan. Highland Park's student population is predominantly Black with a total 3,400 Black and Non-Black students. It is a publicly controlled, fully accredited non-resident college, offering the first and

second years of a liberal arts program, as well as an expanding technical-vocational program.

The respondents at Oakland Community College's Highland Lakes Campus were 102 male students (48 Black and 54 Non-Black). Highland Lakes has an enrollment of approximately 1,700 predominantly white students. It is located in a lower middle class suburban area of Pontiac, Michigan. This college offers a two-year liberal arts program leading to the A.A. degree and two-year occupational programs as well.

Because of the limited amount of materials available that address themselves to the assessment of the needs of Black students, as well as the pressures that affect Black students in measurable ways, this study was designed as a descriptive research project.

The design of the study was a descriptive one that would focus on five needs as they were perceived by Black male college students. The projection was that the perception of needs would be influenced by the type of racial representation in the examined institutions. The two colleges were compared for interaction within each college. Comparisons were made that also focused on across college relationships. The respondents at each institution were divided according to race-- Black or Non-Black. The Black and Non-Black students at each college were examined to determine similar as well as dissimilar characteristics. The prediction was made that Black students in both colleges would perceive a greater, wider range of needs, as listed in the questionnaire, than would white students attending the same college.

An Inventory of Black Students Needs was devised to test the five hypotheses. The nature of each of the scales of the instrument, while somewhat different, seemed to reflect the feelings of both the Black and Non-Black male population at the two colleges examined. This study was guided by an interest in discovering institutional patterns and institutional differences by focusing first on identifying a set of dimensions along with Black and Non-Black college students' needs differed from one another. The second state of comparison was a procedure which measured the items of the instrument and clearly reflected the differences.

On the basis of the analysis of results in Chapter IV, five conclusions were formed.

1. The evidence of the present study indicates that the college effect, when the needs at the two colleges compared, pointed very strongly to differences in needs related to the morale and self-concept scales of the instrument used.

2. The data of the study was interpreted to mean that when the effect of race was examined, the feelings of the respondents were strong in favor of the dimension of finance and morale at Highland Park Community College.

3. The data of the study indicated that race effect, Black students vs. Non-Black students at Oakland Community College had a very significant point of agreement on the scales of self-concept and morale.

4. The data of the study supported the proposition that Black students at both Oakland Community College and

Highland Park Community Colleges when compared, showed no significant differences in their response to needs.

5. The data of the study when race interaction at both colleges were examined pointed out that there were no significant differences in response patterns on the five scales of the questionnaire.

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By

Bobby R. Offutt

A THESIS

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1971

## DEDICATION

To My Mother

God in His holy magnificence gave me you, and my hope in life will be that my behavior exemplifies my gratitude.



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## CHAPTER I

### INTRODUCTION

#### The Study

In recent years, there seems to be a growing concern for assessment of college environments and their impact upon students. Drawing upon Murray's (46) concepts of needs and presses, researchers have sought to characterize the nature of college climates and college capacities to meet student needs. In some instances, researchers have also studied relationships between need-press variables and the student's progress in college.

Barclay, (8) of California State College at Hayward, has devoted a great amount of time in conjunction with the Oakland Unified School District in California in directing research that would point out some of the kinds of influences that teachers exert on students.

Pace and Stern (57, 64) have spent a considerable amount of time developing tests that would appraise student attitudes toward college. Much of their work has culminated in the widely used College and University Environment Scales.

While vast amounts of research are available that appraise the various kinds of "press" that influence the

direction of students in college, very little seems to be designed specifically for the purpose of appraising the self-perceived needs of Black students. The writer became particularly concerned with such a study following a "rap" session with 25 Black graduate students at Michigan State University. These students were all in the Master's degree program in counseling. The 25 M.S.U. students had a common interest and a building anxiety, because in their words, "The courses and exposures at M.S.U. in counseling did not in any way relate needs of Black students or the Black experience."

The allegation was made in conjunction with their feeling that the university was either not aware of, not committed to, or has not done an adequate job of appraising the needs of Black students in attendance.

In view of their desire to have an appraisal made of their needs that are college related, these 25 students set about the task of trying to list what their needs were as Black students. The first effort of the group resulted in a checklist. This checklist was later discarded, however, because it appeared that it would more adequately appraise needs of non-Black students than Black students. After much deliberation the group finally emerged with a list of nine basic areas of need. Because of the duplication or overlap of some of these needs, the group developed a final grouping of five areas of need.

### Statement of the Problem

The purpose of this study was to investigate the self-perceived needs of Black male students in two urban community colleges, and to compare and contrast their self-perceived needs with a comparable sample of non-Black students in both colleges. A needs inventory, the Offutt Inventory, was devised to elicit response to five potential and predetermined areas of need: finance, morale, counseling, self-concept, and orientation.

It was further the purpose of this study to determine if needs are perceived differently when the racial balance is in favor or not in favor of the Black students.

### Hypotheses

1. There is no difference in self-perceived needs of male sophomore students at a predominantly Black inner-city community college when compared to male sophomore students at a predominantly white suburban community college.

2. There is no difference in self-perceived needs of Black male sophomore students attending both colleges when compared with non-Black male sophomores attending both colleges, when compared by race.

3. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore



students attending a predominantly Black inner-city community college.

4. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore students attending a predominantly non-Black suburban community college.

5. There is no difference in self-perceived needs of Black male sophomore students at a predominantly Black inner-city community college when compared to Black male sophomore students at a predominantly non-Black suburban community college.

6. There is no difference in self-perceived needs of non-Black male sophomore students at a predominantly Black inner-city community college when compared to non-Black male students attending a predominantly non-Black suburban community college.

#### Significance of the Problem

The need for comprehensive information about the characteristics of colleges and their students has increased within recent years. This need has developed from the growing interest in higher education shown by the general public. Such information is necessary, moreover, to gain an understanding of students' needs as they relate to the college environment, and of their effect on student growth and development.

Community colleges across the country have become aware of the tremendous growth of their student population. Along with the new campus size has come a large number of Black students. There seems to be little doubt that the Black student brings with him a set of needs that could be considered peculiar to Blacks. The press of the environment on the Black students almost certainly has a tremendous impact on their academic progress.

Also, it appeared value would be gained by adding to the existing literature on Black students. In this way, others working in this particular area might have the benefit of the findings, which might be instrumental in producing modification or fresh approaches to the college environment as it affects Black students.

Several ways of describing institutions of higher education and their students have been tried, but they generally have been restricted to four-year colleges granting the baccalaureate degree. The nearly 800 accredited junior colleges in the United States have been largely ignored in published research on environment and its effect on students, particularly Black students.

Because of the limited amount of materials available, that address themselves to the needs of Black students as well as the "press" or the influences that affect these student's in measurable ways, this study has focused upon a type of descriptive research.

It is the hope of those students who contributed to this study that it will be expanded at some time in the future and used to create increased interest in the needs of Black college students.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Environmental Press

Murray (46) developed one of the most definitive and differentiated systems of describing human needs that is to be found anywhere in the literature. He also acknowledged the complexity of environmental influences and suggested that one could identify certain aspects of the environment, called press, whose effects determine the likelihood of achieving satisfaction of given needs. An environmental press was defined simply as some aspect of the environment which either facilitates or impedes the efforts of an individual to satisfy a need or reach a goal. Any given need could be considered in relation to a counterpart press in the environment that could either help or hinder an individual in satisfying that need. For example, an individual could have a strong need for affiliation (friendship), but his likelihood of satisfying that need would be very much dependent upon whether the forces in his environment ("press") encouraged and supported his desire for friendship or were so constituted as to hinder it. Thus, it is the interaction between needs and press

that determines behavior, and not the needs alone. The conception is a very pregnant one, for it not only serves to alert us to the importance of these environmental influences and the possibility of better understanding and prediction of human behavior, but also suggests that needs and press can be incongruent or out of kilter for both individuals and groups, and that the result of this is likely to be unhappy, alienated, or unfulfilled people. The evidence, then, is that environmental press does indeed make a difference. It appears to influence morale, values, and conception of self; more important, it is demonstrable related to student aspiration for additional education.

### Black Students' Needs

Knoell (37), in a study entitled Black Student Potential, conducted a survey of 4000 Black and white high school graduates from four urban areas where higher education is readily available. The major emphasis of the study was to determine if the community college has found the means to reach a large number of potential Black students who possess less apparent ability than the Black students who are presently reaching these institutions through traditional entrance qualifications. The study concluded that the community colleges in the urban areas studied are attracting a substantial number of Black students.

These institutions face the problem of insuring successful performance by Black students after admission, rather than any recruitment in terms of numbers alone. Nevertheless, the potential Black students who do not fall within the high academic achievement group in high school are not being reached by the community colleges. These potential students are very seldom seen by the college recruiters and frequently receive inadequate, if not negative, counseling from their high school counselors. Thus, there is a need for the community college recruiters actively to reach Black students who do not meet the usual college entrance requirements by beginning recruiting efforts during junior high and early high school years. The author stated that this might help prevent the potential Black student from dropping out before high school graduation, and certainly would more adequately inform these potential Black students of the availability of the community/junior college. The author further suggested that the understaffed high school counselor staff be supplemented by counselor aids chosen from the Black students presently attending community colleges.

In addition, this study found that many potential Black students scored very low when compared to white students on the traditional, culturally biased academic and intelligence tests. Therefore, the study suggested

that present college students be utilized to tutor public school students to help develop their full potential for higher education. The study also utilized certain new, nonverbal testing techniques.

The sample group tested was found to produce some rather surprisingly high scores for Black students on the test given. This study found that many of the Black students studied were deterred from higher education because of lack of adequate financial ability to pay even the modest community college costs. The Black students studied had generally realistic and even conservative career aims, in that they generally preferred government positions first, education-related and social work jobs second, and banking, insurance, and real estate jobs third. The subjects of the study rejected the idea of hotel-restaurant jobs and public-service jobs such as policemen and firemen. Almost all Black students interviewed were concerned with finance, rather than whether or not a job would be interesting. The Black students generally did not criticize their high schools for their own poor achievement, but rather blamed themselves for not trying harder. Most of the Black students studied recognized their need for further education and preferred a junior college to a technical trade school. These students felt also that their families were more supportive of further education than were their high

schools. Most of these students preferred to work for their college expenses rather than go into debt, but they did not reject the idea of government assistance, nor did they feel their family financial situation would require them to provide monetary assistance which would prevent them from going on to school. Further, it was found that most of these Black students would have taken advantage of admission to college if it had been offered at the time of the interview. This study suggested that a vast number of potential Black students could be reached by the community/junior colleges through better recruitment, earlier supportive help, less emphasis on traditional testing results as prerequisites for admission, and more financial aid and earning opportunities for Black students.

The study done by Miss Knoell is not necessarily contrary to the points of view taken by some authors whose writings are examined in the following pages of this chapter.

In a study conducted by Hall (32) at College of the Sequoias, it was hypothesized that it is the exceptionally motivated, lower socioeconomic status individuals who enter junior college. The lower socioeconomic student's performance falls below that of the middle socioeconomic student. The reason for the difference between these two groups was concluded to be the possibility that junior colleges do not meet the needs of the Black students as well as the disadvantaged by providing a suitable course of study for their particular needs.



Birenbaum (15), in a paper entitled "Who Should Go To College?" stated that the emergence of the two-year community or junior colleges is designed to equalize minority employment without infringing upon traditional white, middle-class values. His paper concluded that the usual college course of study does not meet the needs of the Black, the poor, or the Spanish-speaking students who do not speak the right kind of English, who are not skilled or accurate at simple mathematics, and who do not want to work within the traditional job framework. The conclusion of this study was that learning through an apprenticeship program, coupled with traditional class studies, is necessary to qualify the poor, the Black, or the Spanish-speaking student to compete with the middle-class majority for employment.

Gaier and Watts (29), in "Current Attitudes and Socialization Patterns of White and Negro Students Entering College," compared the backgrounds and attitudes of two groups of students. One group of students was entering a predominantly white, church school and was predominantly female. The other group was from an all-Black college. The Black group was predominantly male and of a lower socioeconomic background than the group from the white school. The Black students were more interested in high grades and vocational training, while the other group was more interested in social activities and becoming involved

in social issues. The study's conclusion was that college is a status symbol for white students and is a way to provide upward mobility for the Black students.

### Morale

Morale, as approached in this study, seems to be an essential element which enhances the ability of a Black male student to function within the junior college structure. The junior college can have either a positive or negative effect on the student. Black students, particularly, need morale reinforcement from the college elements, which helps better their performance.

Stalnaker (63), in a study entitled "Scholarship Selection and Cultural Disadvantage," stated that Blacks have not done better on national achievement tests for numerous reasons. Scholarships tend to be awarded to the most academically promising rather than the neediest students, and these from the higher rather than the lower income and social classes. These factors tend to dampen the morale of minority students. The Black student is put in a position of competition further handicapped by society. Society has led the Black student to believe that, as a group, Blacks are inherently less talented. Furthermore, society has handicapped the Blacks by preventing them from developing their abilities to a level of effective intelligence comparable to that of

society in general. The superficially fair selection process which works well for the majority of students may be less than fair to minority groups. These generally biased testing systems are a reflection of the entire cultural bias of the educational system. The conclusion of Stalpakei's study was that these minority students need to be given a drive, a determination of "by golly this isn't going to happen to me," which will be a signal that these students have the sort of motivation which will give rise to solid accomplishments.

Boney (16), in the Journal of Negro Education, discussed influences on ghetto-background students as compared to middle-class students, which have affected their ability to function within the formalized learning system. The ghetto student has experienced rejection and hostility all his life. As a result, this tends to produce a lack of curiosity to learn and a strong feeling of inferiority. These feelings, carried over into the educational system, manifest themselves in an inability to question teachers, other students, or the learning process itself. By seemingly docile conformity, good grades may be obtained; but these students lack complete understanding of the system, which is further compounded by additional learning without total understanding. As a result of these factors, the minority students' morale is such that they are not able to function as well within the educational system as middle-class students.

Karon (35) stated that the Black student, who is a victim of poverty, is faced with feelings of debasement in an integrated learning situation. These feelings create a substantial amount of anxiety that prevents maximum utilization by the Black student of the available academic resources. The classroom is seen as a hostile, rejecting atmosphere and this hampers the Black student's intellectual functioning. The Black student appears to place a disproportionate amount of importance on the evaluation given to them by whites. Teachers tend to reinforce these feelings of inferiority and place emphasis on the evaluations of other white students by rewarding the Black student for docile, submissive behavior. The study concluded that teachers can, by a concerted effort to relieve psychological stress and hostility of fellow classmates, build up the morale of the Black student by rewarding assertiveness which would, in turn, make the learning process more meaningful and enhance social and emotional development of the Black student.

Martin (41) stated that the Black student and the educational institutions are confronted by a lack of common understanding. Colleges and universities fail to perceive the needs of the Black student, in that the schools fail to recognize the financial pressures on the Black students and the needs of these students to acquire adequate training

in as short a time span as possible so they can return to their people and provide them with simple services not presently available. The Black student sees the present colleges and universities as another white trap that does not accept them equally on a social basis and merely admits them to give solace to the white guilt feelings for the wrongs of the past; this certainly effects the morale of the Black students.

#### Orientation

Marshall (40), in a study entitled "Manifestations of Dissonance in 'Press' Expectations Versus 'Press' Perceptions of College Freshmen," examined the proposition that the degree of dissonance in press expectations versus press perceptions of college freshmen is a valid predictor of certain areas of academic performance in the college atmosphere. The study hypothesized that at the end of the first year, the upper 50 per cent of students who exhibit dissonance in press expectations versus press perceptions will have a greater attrition rate in college, will experience a decrease in need for educability, will need less intellectual orientation, and will have a lower achieved grade point average as opposed to predicted grade point average. The sample examined consisted of 288 students, 106 males and 182 females, out of 955 freshman students at Slippery Rock State College. The conclusion of the

study was that the degree of dissonance between press expectations and press perceptions is not related to student academic performance in a college atmosphere. The fact that there is dissonance between what students expect of college prior to entrance and their perceptions after entrance indicates there is a need for a more meaningful orientation for the beginning student. The orientation should quickly and definitely point out to the beginning student the college expectations so that the student's dissonance between his expectations and perceptions can quickly be resolved.

In an address given at the A.A.J.C. Convention, and later written in an A.A.J.C. Journal, Smith (62) said there is a need for community colleges aggressively to seek to expand enrollment of those who are from low-income backgrounds, are disadvantaged, and are from minority groups. In order to accomplish this, orientation programs must be established to acquaint these potential students with the advantages of higher education and to assist them in dealing with the bureaucratic college structure. Programs of this type must utilize faculty and other staff members whose racial and ethnic backgrounds reflect those of the minority student, in order to provide authority figures these students can relate to on a personal basis.

At institutions which have been able to receive large numbers of socioeconomically deprived minority students, a further problem is to keep these students enrolled. The institution is then faced with providing sufficient supportive services in the areas of adequate and effective counseling, financial aids, tutoring, and so forth. The problem of extending these services to those who are part of the Black ghettos is somewhat due to lack of sufficient know-how and desire on the part of those presently in positions of authority at the community colleges. To instill sufficient desire and knowledge, the community college must recruit minority faculty members, counselors, and other staff. In addition, programs should be established to sensitize and orient both white and nonwhite staff and faculty to the needs of minority students.

The minority students presently enrolled in our nation's community colleges are demanding that their needs be recognized. These students are asking for faculty and administrators to give them respect and serious concern for their feelings and opinions. These students are demanding that they be given more meaningful involvement in the decision-making process and are asking that administrators and faculty share power with them. Further, these students are demanding courses of study which are more relevant to contemporary society and the environments from which they have been drawn. There is also great concern

on the part of minority students that meaningful ethnic studies programs be developed and instituted to reinforce the students' cultural image and give them historical perspectives and experiences. These students need better grievance procedures and greater accessibility to faculty members, both on a physical and psychological basis.

Not only must these changes be instituted, the Black student must be actively involved in the decision process as to these changes. Once these changes are instituted, and even when they are being considered, the students, faculty members, and administrators included must orient the students to the changes with particular emphasis placed on proper orientation of the minority student. Only in this way can these changes have significance and meaning.

Bevan (13), in "The University Climate and the Problem of Student Pressures," pointed out that academic pressures are probably not any greater today than in the past. Most college students fail to meet the demands and pressures of college due to self-imposed value conflicts, rather than lack of ability. The orientation of the student can alleviate the pressures on him by adequately defining the institution's value system well in advance, through providing sufficient academic preparation, revising curriculum so that it is less rigid, de-emphasizing the importance of grades, and encouraging individual identification with small, academically oriented groups.



The overall concept of orientation requires institutions of higher learning to provide new and better policies and practices in the areas of recruiting, counseling, instruction, courses of study, and campus and fiscal responsibility. New student recruiting procedures should include professional staff who are able to communicate with the Black student, his high school counselors, and others who can provide information as to motivation and aspirations. Counseling services must be expanded to cover a broader spectrum to meet the needs of Black students who have not had sufficient home or community supportive aids to equip them to deal with the type of planning or the kinds of problems that must be faced and dealt with in the college environment. Instruction must be provided for faculty members to enable them to deal with and reach the Black student, in order to provide meaningful education for these students. Courses of study must be made appropriate to the aspirations of Black students, and they must also be relevant to Black culture to support the identity growth of Black students. Campus ethics require careful planning by both the disadvantaged students and faculty as to formulation of new policies and practices. The institution also has the responsibility to provide and plan for sufficient financial responsibility to insure success for these new practices and policies.

In "Opportunity For The 'Culturally Distinct' Student," Godard (30) stated that the increasing necessity for colleges actively to recruit the "culturally distinct" student cannot produce results unless new policies regarding recruitment and admission are instituted. Good will and open doors are not sufficient to meet the needs of these students. The policies and practices of college recruitment must be re-examined in terms of the poverty, neighborhood environment, and ethnic background from which these potential students come. It is not sufficient merely to provide a few remedial courses for these students. Their special needs, particularly those of Black students, involve alienation and search for identity, deficient and inadequate counseling resources, and the problems presented by a middle-class, white-oriented curriculum.

When the white, middle-class institutions attempt to desegregate, they must provide not only understanding and good will, but also must orient these students to student life on campus through utilization of new concepts of counseling resources. These "culturally distinct" students must be accepted into the college not only for their own sake, but more important, for the sake of all students, to provide the requisite intercultural understanding which is necessary for survival. Effective communication and understanding among diverse social groups

are extremely more important than just admitting disadvantaged students.

There can be no meaningful success in merely admitting the disadvantaged student. The institution must also provide the necessary resources to meet the needs of the disadvantaged students. Providing necessary resources to meet the needs of these students becomes particularly significant in terms of the Black student.

Pace (20) in this study concluded that the college environment is too concerned with abstractions and theories. Colleges must become more concerned with morality, action, and the direct confrontation of man with his society and environment. Too many students are spectators rather than participants. The participants are limited to those students with special talents. Spectators want to become participants also, and colleges must tackle this problem and foster meaningful participation for the spectators.

From Pace's (20) study, the conclusion might be drawn that many, if not most, of the Black students are in the role of spectators. Their environments and backgrounds have not equipped them to become participants in the traditionally white, middle-class college institution. These Black students must be reached by the institutions and encouraged to be oriented into the total college environment so that they may become meaningful participants and benefit as fully as possible from higher education.

In the same work, Pace indicated there is a difference on the part of many institutions of higher learning in professing an interest, providing opportunities for expression, and taking advantage of the opportunities. Many institutions provide opportunities but do not receive much response. As a result, the author saw a need to open more widely lines of communication between students, faculty, and administrators. The institutions themselves must provide readily accessible channels for students to express complaints, and students must be encouraged to criticize administrative practices and policies.

It would appear that students might be more responsive to changes in policies and practices and be better able to present meaningful criticism if the institution would provide proper orientation to the changes for the students. Proper orientation would be particularly necessary to secure meaningful responses from Black students.

William Moore (45), in Against the Odds, pointed out that many community college educators have a "way of refusing to call a spade a spade." He indicated that these educators say they want to provide educational opportunities for the "inner-city youth," which means opportunity for the Black, core-city student. Unfortunately, few of these educators have desires to tackle this problem, let alone the necessary techniques, abilities to communicate, or the

requisite attitudes. When these educators attempt to come to grips with the situation, the attempt is made in terms of moulding the student to the existing community college structure, rather than attempting to meet the needs of these socially and culturally deprived Black students. These students require faculty and a curriculum designed to deal with their emerging racial pride and Black awareness.

More specifically, Moore pointed out that the community college must change its admissions criteria by ceasing to rely on white, middle-class tests, which are incapable of accurately measuring the knowledge and culture of the inner-city Black. These students need to be evaluated and screened on the basis of their own values and past learning experiences, rather than on the basis of the educators' personal acculturation system.

Moore went on to state that the education of Black inner-city youths in the community college should be turned over to those who are experienced in and well aware of the culture of those to whom education is directed. The credentials of these new educators should be in terms of experience in the ghetto, intimate knowledge of the ghetto culture and values, and understanding of the customs and daily life style of the ghetto youths.

In addition, the community college must be predicted on the assumption that these students, with proper orientation and counseling, can and will learn. The prevailing attitude

that these students cannot or will not learn must change, and there must be changes in the community college itself so that it meets the needs of the disadvantaged Black student, rather than attempting to fit these students to the existing structure. In order to accomplish this result, the Black students themselves must be meaningfully involved in their educational process.

Moore further stated that both junior and senior colleges are bound by tradition and have refused to take any constructive steps to change admission and placement policies. The author also emphasized that these institutions practice institutional racism. The administrators of these institutions need to attend conferences, not to achieve status for their institutions, seek new positions, or to counteract the pressures being brought to bear on them, but rather to seek innovative solutions to the current problems and to exchange information. These educators need to be more concerned with what happens to their Black and minority students, with quality teaching rather than credentials, and with relevant education for their students. The lack of sensitivity by community college educators to these problems only fosters further institutional racism and hampers realistic communication between these educators and their minority students.

Further down in the community college hierarchy, the faculty members are concerned more with their own

personal needs as to class load, salary, fringe benefits, and so forth, rather than with commitment to and involvement with teaching. Most teachers in the community college structure are not able to handle the cultural, social, educational, and economic differences of the minority student. The faculty members are following rather than leading in the educational developments of the community colleges.

Moore suggested there is a need for orientation through aggressive and compulsory in-service training programs for the community college faculty to develop sensitivity toward the problems of minority and low-income students. There also is a need for closer scrutiny of the attitudes of faculty and staff, to eliminate those with racist attitudes. Administrators, teachers, and counselors must increasingly be drawn from those who represent the racial or cultural backgrounds of the students. Also, there is need for utilization of the resources of the Black community, itself, to attempt to educate Black youth.

In order for the community college to meet the increasing and varied needs of the Black and educationally disadvantaged students, programs must be made more essential, relevant, and realistic. To accomplish this, the institution itself must give special attention to the differences between Black students and the traditional student by providing for the specialized learning difficulties of Blacks. The

counseling staffs in these institutions must be willing to seek out these students and be acquainted with and equipped to deal with their specialized problems. It is extremely important that the counselors provide supportive help and security for these students.

Bazik (10), in a study entitled "Characteristics of Junior College Male Students Who Seek Counseling Services," gathered data from a sample group of 90 male students. Thirty of these students sought no counseling, 30 sought individual counseling only, and 30 sought group counseling. The counseling services were sought on a volunteer basis, and the purpose of the study was to determine what educational, vocational, or personal differences existed between the sampled male respondents who sought counseling and those who did not. The conclusions reached by this study were: that students who seek counseling score lower on academic ability and achievement tests than those who do not seek counseling, while those who seek group counseling have the lowest scores; the students who seek group counseling are most interested in typically male-type jobs, have the highest economic and political values, and have the least interest in academic achievement, high level occupations, or job specialization; the students seeking individual counseling carry more academic hours per semester, have higher aspirations for occupational specialization, are more similar to those who value good



scholarship, and are less similar to those who have interest in typically male-type jobs and lower economic and political values; and students who do not seek counseling prefer high-level occupations and have higher academic performance. All of the students were found to be the same with respect to self-concept of job interest; personal adjustment; theoretical, social, aesthetic, and religious values; and knowledge about counseling services. This study would tend to indicate that orientation by the community college counseling system can increase the students' awareness of the college community and enhance the chances for academic success among those students not equipped to compete equally in the traditional framework of the junior college. This would seem to be particularly true for disadvantaged, lower socioeconomic, minority students.

#### Self-Concept

Healey (34) in a dissertation entitled "Self-Concept: A Comparison of Negro-, Anglo-, and Spanish-American Students Across Ethnic, Sex, and Socioeconomic Variables," sampled 607 students from two New Mexico junior high schools. The purpose of the study was to ascertain whether any differences existed in the self-concept of Negro-, Anglo-, and Spanish-American students and the extent to which these differences, if any, were influenced by ethnic group membership, socioeconomic position, sex, or the interaction among these

variables. The results of this study indicated significantly different moral-ethical sources for the three ethnic categories; significantly different scores for these three groups as to self-concept; and significant differences among the three ethnic categories as to self-criticism and defensive positive measures.

Healey's study concluded that no significant differences existed among the three ethnic groups as to the overall measure of self-concept. Nevertheless, it was found that the Spanish-American students were most satisfied with their self-perception, with the Negro and Anglo subjects following, respectively. From a moral-ethical perspective, the Spanish-Americans were most satisfied with their self-perspective, with the Anglo students second and the Negro students third. The Negro students, along with the Spanish-Americans, were much more defensive in self-descriptions than the Anglo students, in that they were more prone to distort their self-descriptions, in a positive direction, and less willing to convey derogatory information about themselves. Social class position was found not to influence overall self-concept. As to particular dimensions of self-concept, though, it was found that differences do exist between various socioeconomic positions. Individuals in lower socioeconomic positions were not as satisfied with their self-concept as those in higher socioeconomic positions. As socioeconomic level increased, self-concept satisfaction

increased proportionally, the study also concluded that males and females differed only as to physical self-concept. Males had significantly higher self-concepts on physical appearance, health, skills, and sexuality than did females.

While Healey's study, as well as many others, dealt with self-concept in elementary and high schools, no research on self-concept in terms of higher education was located by the writer. Nevertheless, the findings of this study would probably carry over to the Black, male community college student. From this analogy, it might be indicated that socioeconomic position and race do lower self-concept. This lower self-concept of Black male students must be comprehended and dealt with through proper supportive help by the community college.

Bard (9), in "The Black Student: The Community College," stated that there is a need for community colleges to help Black students improve their self-concepts. The most significant way in which Black students' self-concepts can be increased is through increased Black representation at all levels of the community college structure.

In The Junior College Student: A Research Description, Cross (24) stated that those students who enter four-year colleges perceive themselves as more able to do college work and feel that they are considered good or excellent students, as opposed to those who enter junior colleges. Those who enter junior colleges feel they are

academically inadequate and are less self-confident. Four-year college students were found to feel more confidence in academic pursuits, while junior college students perceive their strength to lie with nonacademic tasks. The author observed that there is little in most elementary and secondary school programs that helps the less academically inclined students achieve more successful school experiences. A further difference between those students attending four-year colleges and those attending junior colleges was that those in junior college felt a lack of teacher understanding and too fast an academic pace, more than did the four-year college students.

This study indicated that community colleges can increase their students' chances of success if they offer more understanding and create successes which may affect, in a positive manner, the self-concept of their students. This type of supportive help may be most beneficial to the self-concept of the Black, socioeconomically deprived student.

Cross also presented data that indicated socioeconomic position is related to whether a child attends college and what type of college he will attend. The attitude of parents on the importance of attending college also has a profound effect upon whether a student will attend college, the type of college he will attend, and how long he will attend college. It was found by this

study that students who enter four-year colleges are more likely to have received parental encouragement than those who do not enter college or those who enter junior college. Those who receive parental encouragement were also found to be more likely to persist in college.

This study would indicate that the community college definitely must offer supportive help to socioeconomically disadvantaged students in order to initially get these students into these institutions and then to keep them there. This supportive help is probably most needed for Black, socioeconomically disadvantaged students, since the parents and communities from which these students come are least likely and least able to offer them encouragement and supportive help.

#### Financial Needs

In general, students from the lower economic classes have a great need for financial aid to help insure success in college. This is particularly true for the male, Black students, because they frequently have families to support. The need for adequate funds thus becomes particularly pressing, and if not adequately met, it decreases the chances of success in higher education for these students.

Through federal, state, college and private sources, a limited amount of funds is available to help the Black student pay for tuition and books and, in a few instances,

room and board. Many colleges have programs through which a student can be employed by the college to earn a limited amount of money--at very low pay scales. There are almost no funding sources that assist the student in financing personal needs, such as clothing, recreation, family responsibilities, etc. Little research has been done to determine the effect of this lack of financial assistance on the student's ability to succeed in college. The writer feels this is a primary need of Black students.

In a study on Black-White Comparability in College Enrollment Hazzel (34) stated that proportionally more financial aid should be given to Black than to white students; there is a need for more money for Black colleges; there is a need for greater publicity of the educational opportunities open to Blacks; and special Black educators and social arrangements are required to permit Black students to catch up educationally. Black student enrollment in colleges could more than triple in the next four years if these needs are met.

Bradfield (17), in "College Adjustment and Performance of Low Income Freshman Males," compared a control group to a group made up of low-income background, freshman males. The study indicated that the low-income background student had more difficulty adjusting to academic and social life within college. The low-income student placed

less emphasis on precision, was more resistant to structure and planning, was less interested in social life, and did not conform to the rules as much as the control group. Since these qualities are important to successful college performance, the low-income student has greater need for help from the college structure to help attain these qualities. It would appear that adequate financial aid might go a long way to further the adjustment of the lower income student.

### Counseling

Williamson (76), and Dressel (27) discussed problem solving as a primary objective of the counseling process, and each author has an orientation which focuses on the individual's development of awareness of his needs and abilities. Williamson wrote that one of the objectives of the counseling process is to enable an individual to make maximum use of his potentialities so that he can deal effectively with all situations. In order to do this, the individual needs to assemble and assimilate relevant facts about himself; organize alternate courses of action; select the most expedient course; and activate it. This behavior pattern provides one with an effective mode of approach to problem solving. With white, middle-class, affluent standards being imposed upon Black students, it is vital that counselors have an awareness of the needs of Black

students. James R. Barclay explore the need for counselors to understand not only the environmental press on the student but also the teacher press: "The identification of personality, motivational, and vocational variables which are associated with teachers' judgments of student performance." His studies revealed that teachers of mathematics, science, and foreign language curricula stress excellence in intellectual and theoretical skills. Students whose teachers rated high in these areas of achievement tended to come from upper socioeconomic class groupings.

Students whose teachers rated high in the fields of art, music, and industrial arts tended to be from lower socioeconomic class groupings. These ratings were based only on teacher judgment and not on actual vocational achievements. This illustrates the fact that students who rate low on the socioeconomic class groupings must also overcome teacher press to prepare successfully for vocations in science, math, and foreign language.

Both the College Entrance Examination Board and Educational Testing Service have been aware of the significance of cultural differences in the interpretation of test scores and have mounted systematic programs of research designed to clarify such differences. In order to increase their understanding of the cultural factors which influence test scores, the College Board and ETS



in recent years have sought out samples from widely different backgrounds and studied their responses to questions. Since test scores are often misinterpreted or used in ways which reflect cultural bias, whenever possible differences should be eliminated at the point of test construction. If cultural bias remains after careful test construction, this fact should be communicated to test users with guides to proper interpretation of test scores for those who are culturally different.

Research in the area of discrimination and prejudice in college student personnel services has been relatively neglected. Nevertheless, studies that have been completed indicate that prejudice and discrimination still persist in most colleges, although many student personnel workers deny their existence. Each personnel service should continue to take steps to reduce the insidious effects of discrimination. It should be a topic for discussion, whether formally or informally. Personnel services should insist on nondiscrimination in property rented to students and by potential employers seeking college placement services. They must have an obligation as well as a moral conviction to recognize each student's uniqueness and to treat each one fairly.

The Mooney Problem Check List, College Level, was given to 100 Black students at Illinois Teachers College Chicago North and Illinois Teachers College Chicago South. This instrument was directed to those problems which confront

the Black college student, and covered 330 items. The greatest number of responses were:

- not knowing how to study effectively
- not spending enough time in study
- easily distracted from work
- having a poor background for some subjects
- afraid to speak up in class discussions

The next largest area checked was social and recreational activities. Both males and females indicated their concern for wanting to improve culturally. As a whole, the population studied revealed that almost all groups felt concern in the areas of being inadequately prepared for college work, self-improvement, cultural improvement, fear of speaking up in class, and fear of making mistakes.

Bindman (14) studied Black students at an integrated university. Proportionally, the Black student was greatly in the minority at this particular school. The focus of the study concentrated on the Black male. In general, the study indicated that the Black students' performance at this school was not as good as that of non-Black students. The reason for the poor performance of the Black males were found to be that the Black student was generally less adequately prepared for college than the non-Black student; the Black student was segregated and isolated in the school's informal social system; the Black student was discriminated against by the formal school structure; and,

as a result, the Black student was not oriented to the school and performed poorly. The Black student had difficulty in making and sustaining social and academic contacts with other, non-Black students. The entire bureaucratic structure of the school made it impossible for the Black student to secure the requisite help to insure academic and social success. The conclusion of this study was that, under these circumstances, the Black students tended to leave this type of school for others that better met their needs and that the anti-discrimination policy of this university was one in words only.

Scholassberg (61) strongly suggested that the student personnel staff exists because so many students have needs. The author further charged the personnel staffs to help facilitate the growth of their students, both academically and socially, using a variety of methods. The basic goal in counseling minority students seemed to be to help each student function more effectively.

In community colleges throughout the nation, one of the major problems is the decision of raising admission requirements or revamping the educational and counseling outlook for those students who are handicapped by poor early educational experiences or racial discrimination.

The student personnel worker should concern himself with the forces or influences that make students not only

economically poor, but also poor of spirit. Guidance personnel should go out into the community and become more knowledgeable about the press of the community on their students.

Gold and Ware (31), in a report sponsored by the U.S. Office of Economic Opportunity and the American Association of Junior Colleges, entitled The Los Angeles City College Peer Counseling Program, presented a study of the student counseling program provided for economically disadvantaged students at Los Angeles City College. The disadvantaged students reached by this counseling program were primarily Black- or Mexican-Americans from urban, disadvantaged environments. The needs of the students to be met by this program were as follows: the need for a sense of belonging to and becoming a part of the institution, for peer respect, for peer communication, assurance in peer relationships, someone to talk to who could fully empathize with the disadvantaged student, and immediate and persistent help in understanding and adjusting to the college environment.

Peer counselors were chosen from the same ethnic and socioeconomic backgrounds as those of the students counseled. This choice was made on the assumption that peer counselors with similar backgrounds and of the same race as those counseled could contribute the most to the behavioral growth in meeting the needs stated above and, as a result, could

reduce the dropout rate among minority students and help insure a successful adjustment to college. The peer counselors were trained to disseminate information effectively and adequately to those counseled on local matters, college matters, and extra-curricular campus activities. It was found that the peer counseling system led to highly motivated and genuinely committed counseling, extended the normal peer relationship, and enhanced the quality of rapport the counselor normally experienced with those counseled. This program led to better understanding between students and professional counselors, in that the peer counselors came to understand the difficulties and time limitations the professional counselors faced, and the assistance of the peer counselors, in turn, helped ease the pressures on the professional counselors, which led to a favorable impression for this paraprofessional program.

In the actual operation of the program, the peer counselors initially aided those counseled in registration, made at least one initial contact with each student counseled, and stressed the voluntary nature of the relationship. During the academic year, the peer counselors were supervised by the professional counselors through weekly meetings. The peer counselors also conducted weekly, voluntary group counseling sessions which were largely study sessions of a remedial nature, but also were used to appraise the counseled

students of current campus activities and the functions and duties of various college officials. The peer counselor program was found to permit more counseling on a one-to-one basis, and this resulted in greatly expanded counseling availability for students. More specifically, the peer counseling arrangement appeared to ease the racial tensions and resentments between Black and other minority students and led to realistic vocational goals for these students. The peer counseling system also provided a learning experience for the counselors themselves, which Gold and Ware felt could be expanded and more effectively utilized. This report empirically substantiated the belief that peer counseling helps students to succeed in college. The peer counseling system appeared to encourage greater persistence rates for the counseled students and higher grade point averages than these students would have otherwise earned when compared with similar students from the preceding year. The high level of persistence and the resulting higher grade point averages, in comparative terms, were particularly great for the Black male student. The data indicated that peer counseling was clearly significant for the counseled students in the first school year, when the success of the program was measured in terms of academic performance and persistence factors alone. Future success could be studied by utilization and

expansion of the existing peer counseling program into the second year of school, to determine if student counselors can provide sufficient motivation for socioeconomically disadvantaged students to complete their college program.

### Summary

The available research and literature indicate a concern for the needs of Black students and recognize that these needs often differ from the middle-class, white students' needs. However, very few recommendations have been made on how to solve these problems and almost no action has been taken to meet adequately the needs of Black college students. The present research has not fully explored the financial press on Black students and how this affects their progress and success in college. Of course, the literature does indicate that financial help must be given in greater amounts. More sensitive counseling and orientation are definitely needed. The result will be improved self-concepts for Black students.

## CHAPTER III

### STATISTICAL ANALYSIS

#### Dimensions of the Study

While vast amounts of research are available that appraise the various kinds of "press" that influence the direction of students in college, very little seems to be designed specifically for the purpose of appraising the needs of Black students as they, themselves, see them.

The majority of the evaluations have focused on prediction of students' ability to make progress in college. Barclay (8), of California State College at Hayward, has devoted a great amount of time in conjunction with the Oakland Unified School District in directing research that would point out some of the kinds of influences teachers exert on students.

It seemed pertinent, in the examination of the five areas of needs of Black community college students, to compare Black students with non-Black student. Non-Black students in each of the two colleges examined were questioned using the same instrument as was used for Black respondents.

In order to appraise the particular needs of Black community college students, it seemed desirable to have a



non-Black constituency against which to compare responses. In this study it was anticipated that differences in responses to the inventory between Blacks and non-Blacks would be attributable to their different cultural influences and life styles. At the same time, similarities would be attributable to similarity of college and curricular experiences.

Oakland Community College (a suburban community college) and Highland Park College (an inner-city community college) were selected because of their location in relation to the inner city. It was felt by the writer that the responses given at the two relatively small community colleges might be considered indicative of the responses at other urban and suburban community colleges. It was assumed that location of the institution itself might condition the "press" that is exerted on its students.

Additionally, the two institutions of this study were chosen because one was an inner-city community college where Black students were in the majority, and the other was a suburban community college with Black students in the minority. It seemed that this kind of comparison might highlight any important differences in the five areas of needs. The difference in college settings and the racial mix, therefore, were of primary concern.

### Description of the Colleges Studied

Highland Park Community College was founded in 1918 as a junior college, and became a community college in September, 1962. The general purpose of the Highland Park College as stated in their catalogue, was to meet the post-high school educational needs of the community it serves. Also in the catalogue, the college claims close contact between students and teachers, which they cite as helping students make the transition from a two-year community college to a four-year institution.

The college is located in the inner-city of Detroit, at Glendale and Third Streets. It was originally a predominantly non-Black junior college. Since its inception, the college has grown to a coeducational population of 3,400 students. The state report of enrollment for the urban college indicates that between 85 and 90 per cent of its student population is Black. This fact alone could have an overwhelming influence on the needs of its student population.

The faculty size at the urban college is 131, with 20 per cent of the instructional staff being Black.

Since it was not feasible to conduct random sampling procedures at these two colleges, it was decided that the best alternative was to select a sophomore course in which both Black and non-Black students in both colleges would be sufficient in number to conduct the study. While this

stratification was viewed as less desirable than random sampling, it was the only feasible alternative. The psychology class of this study at the urban college was listed as Social Studies 331 (Psychology of Behavior), and it had as a prerequisite sophomore standing. The sophomore prerequisite parallels the requirement for the same course at the suburban community college (Highland Lakes).

At Highland Park approximately one-third of all the sophomores take Psychology 331, while at the suburban campus, slightly less than one-half take sophomore psychology.

Highland Park appears to have an outstanding counseling and guidance staff. Their services include testing, admission counseling, orientation for new students, and academic advising, as well as vocational conferences, health services, and placement help. They offer associate degrees in applied arts, associate degree in arts, associate degree in general studies, and associate degree in science.

In comparison to Highland Park Community College, Highland Lake Oakland campus is a 160 acre site at Union Lake, a suburb of Pontiac, Michigan. The expression "suburban" often brings to mind a middle-class community of some affluence; however, Highland Lakes is located in primarily a lower-middle-class community. The parent

college, Oakland Community College, was established by the electorate of Oakland Community, Michigan, on June 8, 1964. The enrollment for the three campuses has risen from 3,860 in 1965 to 11,475 in October, 1970.

Both of the colleges of the study offer terminal programs as well as vocationally oriented curricula. One difference that should be pointed out lies in the area of accreditation. Highland Park of Detroit is accredited by the North Central Association of Colleges and Secondary Schools, while Oakland Community College is not yet accredited. A recent ruling has indicated that each of its campuses must be accredited separately.

The Highland Lakes campus has 60 teachers, full and part-time; three are Black and 57 are non-Black. It has 1,800 students; 690 are Black and 94 are non-Black.

In contrasting the two colleges, it is interesting to note that Oakland, like Highland Park, has counseling services available in academic counseling and orientation, but does not appear to offer the wide range of guidance services that Highland Park does.

#### Development of the Questionnaire

The writer, while acting as an ombudsman in a California Community College, had occasion to observe the behavior of both Black and white students. The one-to-one contact, along with the privilege of counseling and

providing some assistance, particularly to Black students, led to a tentative conclusion. This conclusion was that there seems to exist a primary need for comfort in the environment among Black students, which, when fulfilled, seems to have a positive effect on the student's academic progress. Against the backdrop of these experiences, the questionnaire was developed.

A review of the existing literature revealed that no tests or test information addressed primarily the needs of Black community college students. In the process of constructing the inventory, various needs of Black college students were discussed in a "rap session" with 25 Black graduate counseling students at Michigan State University. They originally suggested nine areas, which were later reduced to five major areas. While it is obvious that students, both Black and white, have a multiplicity of needs, only five areas of need were examined by this study.

A sample questionnaire was made, consisting of 50 questions that addressed themselves to five areas of need (See Appendix B). The five needs were: (1) Orientation--an awareness of self in relationship to the environment; (2) Counseling--the need for guidance in both vocation selection and personal problem solving; (3) Finance--the need for financial assistance both to remain and succeed in college; (4) Self-concept--the need for a positive

self-concept as a necessity for the student's examined academic progress; (5) Morale--the need for a cohesive and warm atmosphere within the college, as well as a demonstration of a caring attitude by the faculty that would be identified by students' position-motivating forces.

In a previous study, the writer used the College University Environment Scale as the test instrument for appraising the attitude of college students toward their community college. In this study it was found that respondents at one of the community college. In this study it was found that respondents at one of the community colleges, even though it was located in the same college district and had almost identical ethnic representation in the faculty as well as the student population, had a much stronger set of feelings for the five dimensions of the test than did the second college sample.

#### Dimensions of the Test

##### The Five-Dimension Scale of the Offutt Inventory of Black Students' Needs

The nature of each of the scales, while somewhat different, seems to reflect the feelings of the student population, at the two colleges examined. Their needs were chosen because they suggest instances of underlying variables as instances of comfortableness.

The Offutt Inventory of Black Students' Needs (OIBSN) was constructed by reducing a set of 146 original questions to a final 62 questions. Each question was given careful consideration, in an attempt to structure questions of equal weight.

The process of restructuring was guided by an interest in discovering institutional patterns and institutional differences by focusing, first, on identifying a set of dimensions along which college students' needs differ from one another; and second, on measuring these needs by items which most acutely and clearly reflect the differences.

Scale I-Morale.--This combination of items was intended to elicit a psychological, mental, and emotional set of attitudes that seemed necessary for the individual to be a functional part of the group at his college. There seem to be some common concerns among Black college students that are supported by the need for esprit de corps. By their conduct, Black students have expressed a strong feeling for the psychological need of well being, based on a sense of purpose and confidence in the future.

The atmosphere described by this scale appears to have an interesting mixture of factors such as confidence, purpose, and group identity. Such factors, while not altogether more peculiar to one ethnic group than another,

are necessary for the student's will to survive in an academic area that is highly competitive.

Scale II-Orientation.--The items in this scale were designed to reflect a set of needs that could be identified as personal, public, and poetic. An emphasis on alerting oneself to the activities around him seems to be necessary for an understanding of the larger society. In colleges, there seems to be a need for opportunities to examine and appreciate art, literature, music, and drama, as well as to take part in a search for relativity or meaning. Orientation, as it was examined by this scale, seemed to be a vital part of the environment, which allowed an awareness of self, the college, and its functions.

Perhaps the need for awareness in the college atmosphere suggests a move toward expansion of students' academic outlooks, as well as their expressiveness.

Scale III-Self-Concept.--The items in this scale were designed to identify the needs for an enhanced self-concept. The questions of this scale examine what the student thinks about himself. It is possible that the college student may be completely unaware of his true feelings about himself. This scale, however, assumes that the person acts primarily in terms of what he thinks about himself in a given situation, and he assesses that situation and its action requirements in terms of his own



views of self. The source of one's self-concept is not internal, but learned, and measured in terms of degrees of adequacy.

The responses from this scale will help the writer or any educator develop strategies for change that will aid a student in acquiring control of his environment and having more impact on his own self-concept.

Scale IV-Financial Aid.--The items in this scale were designed to solicit from students their feelings about finance as it applies to them in their particular colleges.

While many studies have been made to ascertain the necessity for financial aid programs at college, there seems to be no available literature on what Black students need in the way of financial assistance. The writer could find no reports dealing with the number of students who could not attend college because of a lack of funds. The data gathered from the responses to this area of need hopefully will be used to enlighten parents of students, financing institutions, and the colleges themselves to address themselves more actively to the "press" that is extended on Black students because of finances.

The financial aid scale is closely melded to the self-concept scale, in that Black students' self-concepts are affected by inadequate clothing, books, etc.

Scale V-Counseling.--The items in this scale were designed to allow students to react to their counselor and the counseling relationship at the colleges examined. In the areas of counseling and guidance there seemed to be a myriad of approaches to students. It seemed worthwhile, then, to ask students questions that would ascertain the relevance of the counseling relationship, as they (the students) were allowed to be the judges. Some colleges are like small towns, others like large cities; thus if the students are to avail themselves of all of the vehicles present, they must have an opportunity to become aware of the changes that are taking place in their school. This is especially true in terms of transfer requirements as articulation procedures.

The Counseling scale could be seen as related to the Orientation scale, inasmuch as students often depend on their counselor for the dissemination of information.

The need for comprehensive information about the characteristics of colleges and their students has increased within recent years. This need has developed from the growing interest in higher education shown by the general public. Such information is necessary, moreover, to gain an understanding of students' needs as they relate to the college environment, and the effect of these needs on student growth and development.

### General Methodology

A group of male students was chosen at the two colleges. The Deans of Student Personnel at both Highland Park and Oakland Community College suggested that the sophomore psychology classes would provide a sufficient stratified sample of Black and non-Black students. This stratified sample included vocational and liberal arts students at both colleges.

At the inner-city community college, sophomore psychology students were included and were divided as follows: 55 Black respondents and 43 non-Black respondents. At the suburban community college, 103 male sophomore students were selected; of this total respondent population 48 were Black students, while 54 were non-Black students.

To provide a sharper focus, only male students were included in the sample. Sophomores were selected at both colleges because they were more likely to have been at the institutions a sufficient time to reflect needs that are directly related to college attendance.

Two hundred and one questionnaires were collected, and only two of the total sample group had to be rejected because of partial completion. The original set of 62 questions was later reduced to 50 questions, on five dimensions of 10 items each. With the aid of Dr. William Farquhar, the writer pulled out those 12 questions that

did not seem to address themselves to the dimension they were alleged to identify.

The scores and percentile markings for the respondents in psychology at both Highland Park and Oakland Community College were considered to be reflections of the stratified sample, and could be generalized only to similar stratified samples in similar colleges. Since the primary concern was to determine if the instrument would differentiate needs of different populations (according to race and to college), this was not seen as a limitation.

#### Development of the Questions

Each group of students at both colleges was given the Offutt Inventory of Black Students Needs in regular class periods during one week in February, 1971. The OIBSN (See Appendix B) was used in all cases. Responses to predetermined needs in this questionnaire (OIBSN) were offered the following alternatives: (1) Never, (2) Sometimes, (3) Usually, and (4) Always. An I.B.M. answer sheet was not used. Respondents could indicate their answer by marking directly on the questionnaire at hand.

The OIBSN was used to test the six hypotheses. The nature of each of the scales of the instrument, while somewhat different, seemed to reflect the feelings of both the Black and white male population at the two colleges examined. The study was guided by an interest in discovering any

institutional response patterns and any racial response patterns which would be shown on identifying a set of dimensions along which Black and non-Black college students' needs differed from one another. The second stage of comparison was a procedure which measured the items of the instrument and clearly reflected the differences.

#### Statistical Hypotheses

1. There is no difference in self-perceived needs of male sophomore students at a predominantly Black, inner-city community college when compared to male sophomore students at a predominantly white, suburban community college.

2. There is no difference in self-perceived needs of Black male sophomore students attending both colleges when compared with non-Black male sophomore students at the same colleges.

3. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore students attending a predominantly Black, inner-city community college.

4. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore students attending a predominantly non-Black, suburban community college.

5. There is no difference in self-perceived needs of Black male sophomore students at a predominantly Black,

inner-city community college when compared to Black male sophomore students at a predominantly non-Black suburban community college.

6. There is no difference in self-perceived needs of non-Black male sophomore students at a predominantly Black, inner-city community college when compared to non-Black male sophomore students at a predominantly non-Black, suburban community college.

#### RAVE Test

The RAVE test of internal consistency was applied to the Offutt Inventory of Black Students' Needs. The RAVE test as a statistical procedure employs an a priori set of items with response weights assigned by the investigator to initiate an iterative process which converges to a weighting scheme that maximizes the internal consistency of the instrument. The set of item response weights yielded by the final iteration is used to obtain a weighted total score for each person, object, etc. The method assumes that a single variable underlies all items in the instrument and that the investigator knows, to some degree, which item responses are related to the underlying variable. The a priori weighting scheme establishes the dimension upon which the iterative procedure converges.

### Its Properties

1. The reliability of each item and the internal consistency of the weighted inventory are maximized.
2. The correlation between item and total score is maximized.
3. The coefficient of variation is maximized.
4. The correlation between item and total score is proportional to the standard deviation of the item weights for that item.
5. Questions which bear no relation to the total score variable are automatically weighted so that they exert no effect on the scoring.

### Interpreting Pattern of Weights

The pattern of weights obtained is very informative. An item which has no relation to the objectives of the questionnaire will receive equal weights for all of its responses. Items whose responses differentiate between high- and low-scoring persons will receive weights which have a large range of values. This range is proportional to the degree of discrimination of the item responses.

The norms of this study should be viewed as tentative, because of the nature and size of the sample, as well as the low number of responses on some of the dimensions of the questionnaire.

Until this study can be replicated, it is advised that the following values of the variables be used as norms, as shown in Table 1.

TABLE 1.--Median of the Means for Both Colleges and Races.

Median of the Means for Both Colleges				
Orientation	Counseling	Finance	Self-Concept	Morale
18.409	15.798	16.208	23.380	20.347
Median of the Means for Both Races				
19.089	15.572	14.473	28.207	20.332

The following Tables will show by individual citation the keyed direction for each item for each dimension of the questionnaire. The actual questions, according to their relationship to their respective dimensions, will also be cited.

#### Summary

This chapter was dedicated to a descriptive comparison of the two colleges examined in this study. One of the campuses, Highland Park, was an inner-city community college, while the Oakland Campus was a suburban community college. A comparison was made between the two colleges, as the race of students as well as faculty were contrasted. At the inner-city college, Black students were in the majority, while at



TABLE 2.--Responses by all Students Examined in the Order of Their Optimal Response to Needs for Morale.

New Item No.	Key	Question	Scale Name & No. Morale I Responses Pattern Never Seldom Usually Always			
32	41234	My professors go out of their way to help me.	20	68	81	26
33	41244	I feel I have opportunities to develop skill in organizing and directing the work of others.	20	66	84	31
34	41234	If you start out doing poorly in school, it's hard to change.	48	91	54	7
*	Eliminated	I hear about the things that are happy at our school.	34	77	58	31
35	41244	Students exert considerable pressure on one another to conform to the expected (codes of conduct).	70	81	46	4
36	41233	There is a lot of spirit at our school.	37	102	55	5
37	41234	At our school, the faculty is not interested in my personal problems.	34	93	57	13
38	41233	The school helps me get acquainted.	55	84	51	10
39	41334	I have channels for expressing complaints.	49	65	59	26
40	41244	I feel my school develops a strong sense of responsibility for my brother.	53	71	55	19

TABLE 3.--Responses by all Students Examined in the Order of Their Optimal Response to Needs for Orientation.

New Item No.	Key	Question	Scale Name & No. Orientation II Response Pattern				
			Never Seldom Usually Always				
1	41234	Public discussions are held at this school.	31	108	47	11	
2	41134	Faculty members at our school have had varied and unusual backgrounds.	13	63	86	35	
3	41234	The student newspaper carries articles intended to stimulate discussion.	39	70	69	21	
4	41244	Channels for expressing students' complaints are readily accessible.	46	88	45	15	
5	41134	A controversial speaker stirs up a lot of student discussion.	12	64	81	43	
6	41234	To most students here, art is something to be studied rather than felt.	37	56	87	18	
*	Eliminated	The expression of strong personal belief or conviction is pretty rare around here.	45	87	51	14	
8	41243	There are a good many colorful and cool cats on the faculty.	44	83	54	20	
9	41234	There is considerable interest in the analysis of value systems and their meaning to a student.	40	81	52	19	
*	Eliminated	I feel I have to go through a lot of red tape or jumps to get health service.	58	48	42	59	

TABLE 4.--Responses by all Students Examined in Their Optimal Response to Self-Concept.

New Item No.	Key	Question	Scale Name & No. Self-Concept III Response Pattern			
			Never Seldom Usually Always			
22	41234	College is important because you get a good feeling when you know something.	65	51	44	39
23	41133	People should think well of you.	26	32	54	89
24	41133	Students who fail should blame themselves.	13	32	96	60
25	41233	Most students who fail could become better students.	31	62	77	29
26	41124	Students who get good grades are better readers than students who fail.	10	38	111	38
27	41234	If you start out getting bad marks in school, you can't change it.	25	72	88	15
28	42244	It is better not to do anything, than to make a mistake.	99	61	30	11
29	41234	I feel terrible if I make a mistake in class.	131	52	11	6
30	42344	I feel that students who fail can't help it.	51	68	67	15
31	42244	I feel that students get good grades in school because they read extensively.	61	113	23	4

TABLE 5.--Responses by all Students Examined in Their Optimal Response to Finance.

New Item No.	Key	Question	Scale Name & No. Finance IV Response Pattern			
			Never Seldom Usually Always			
16	41224	I would do better in college if tuition were paid for me.	53	43	33	70
17	41133	My mother and father know what my college expenses are.	58	25	44	66
18	41244	I could do better in school if I were not worried about books and supplies.	73	29	47	49
19	42233	The financial aids office gives money to those who don't really need it.	43	89	38	26
*	Eliminated	I have enough money for my personal needs.	75	32	63	29
*	Eliminated	I have enough money to provide my own transportation.	48	38	69	45
20	41234	I would be more comfortable if I could afford good looking clothes.	45	63	48	42
*	Eliminated	I would be able to make better progress in college if I didn't have to send money home.	119	21	34	23
*	Eliminated	I would do better in school if I could afford to live somewhere else.	107	31	25	35
21	41133	I would do better in school if I did not have to work while attending school.	44	29	28	98

TABLE 6.--Responses by all Students Examined in the Order of Their Optimal Response to Counseling.

New Item No.	Key	Question	Scale Name & No. Counseling V Response Pattern		
			Never	Seldom	Usually Always
*	Eliminated	I am embarrassed to give my counselor personal information.	79	55	39 26
43	41234	I see my counselor any time I want to.	65	35	59 42
44	41334	I have the counselor of my choice.	105	26	34 35
45	41234	My counselor is realistic in advising me on job-related courses.	73	29	66 33
46	41224	My college prepares me for an occupation in the area of my interest.	30	35	91 45
47	41244	My counselor helps me to be realistic in terms of present-day vocations.	75	42	54 29
*	Eliminated	People around here are like what I want to be.	71	78	43 6
48	41244	The counselor helps me to use the system to my best advantage.	67	44	65 20
49	41344	The counselor is interested in me as an individual.	76	69	33 22
*	Eliminated	My counselor is heavy with his own ideas about what I ought to do.	75	61	41 22

the suburban school Black students were in the minority. It was interesting to note that at both colleges, the faculty was predominantly non-Black.

In this chapter a description of the questionnaire was given, as well as a discussion of its development.

For the purpose of analyzing the data of the study, the RAVE test of internal consistency was used; and an explanation of its properties and its weighting procedure was illustrated.

The writer cautioned persons who would replicate this study, that the sample size was small and stratified. The size of sample could affect the outcome of such replications.

The mean scores for both colleges and both races were shown by a diagram.

In view of the weighting procedure of the RAVE program, the key for each tested item and its weight value were shown. Those questions that did not show weight in an upward progression were identified and eliminated. The optimal upward progression would be 1, 2, 3, 4, thus indicating a perfect response.

After having eliminated items that were not measuring item response, the actual test questions were listed, along with their item number and key, for the purpose of identifying those questions that the respondents had the strongest feeling about, as well as those questions which were eliminated.

Finally, the writer pointed again to the dimension of Orientation, and its weaknesses. Because of the number of items eliminated on this scale, it is questionable how much this scale indicated the feeling of the respondents.

## CHAPTER IV

### STATISTICAL CONCLUSIONS

The purpose of this study was to investigate the self-perceived needs of Black male students in a suburban and an urban community college, and to compare and contrast their self-perceived needs with those of a comparable sample of non-Black students in both colleges. A needs inventory was devised to elicit responses to five potential and predetermined areas of need: finance, morale, counseling, self-concept, and orientation.

It was further the purpose of this study to determine if needs are perceived differently when Black students are in the majority, than when they are in the minority.

The Offutt Inventory of Black Students' Needs was used to determine if there was any significant difference between the needs of Black and non-Black male college students.

Because of the significant interaction between the main effects of race and college, an inspection of the various cell relationships is necessary in order to determine the relationship between these main effects. The comparison of total respondents is found in Table 7, to



TABLE 7.--Means and Significant Differences According to College.

College Comparison	Orientation	Counseling	Finance	Self-Concept	Morale
Inner-City College Mean Score	19.629	16.837	18.023*	24.316	20.503
Suburban College Mean Score	18.106	14.789	14.348	22.473	20.195

\* Significant at .05 level of confidence.

facilitate the understanding of these means. A graph of one main effect plotted against the other effect is presented in Figures 1, 2, and 3 (Appendix B). The Multivariate Analysis of Variance was used for all of the Tables in Chapter IV (see Appendix C).

Hypothesis I: Difference in needs comparing the two colleges. There is no difference in self-perceived needs of male sophomore students at a predominantly Black, inner-city community college when compared to male sophomore students at a predominantly white, suburban community college.

A tabulation of the data used to test the Null Hypothesis is presented in Table 7.

When the hypothesis was tested for college effect, a significant difference was found on the Finance scale of the inventory. Male sophomores at the inner-city college expressed significantly greater needs for financial assistance. It was also interesting to note that inner-city students expressed greater needs on all of the scales in the inventory, even though only one difference was significantly greater (see Table 8).

Hypothesis II: Differences in needs comparing the two races. There is no difference in self-perceived needs of Black male sophomore students attending both colleges when compared with non-Black male sophomore students at the same colleges.

Table 8 indicates that the race effect was not a significant factor for four of the five scales of the

TABLE 8.--Means and Significant Differences According to Race.

Race Comparison	Orientation	Counseling	Finance	Self-Concept	Morale
Black Mean Score	19.053	15.257	15.112*	23.964	20.902
Non-Black Mean Score	19.126	15.839	13.825	22.377	19.744

\* Significant at .05 level of confidence.

questionnaire. Black respondents scored significantly higher on need for financial assistance. When the male sophomores were compared by race, regardless of college, there were very slight differences in their mean scores. The two scales that had the highest mean scores for both Black and non-Black sophomores, were Self-Concept and Morale.

Hypothesis III: Black vs non-Black students at inner-city community college. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore students attending a predominantly Black, inner-city community college.

A tabulation of the data used to test the Null Hypothesis is presented in Table 9.

When the hypothesis was tested for race effect in the inner-city community college, no significant differences were found on any of the scales. It was interesting to note, however, that non-Blacks (as the minority group in this college) expressed slightly greater needs on all scales except Finance.

Hypothesis IV: Black vs non-Black students at the suburban community college. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore students attending a predominantly non-Black, suburban community college.

As a result of statistical analysis the hypothesis was rejected, and thus we can say that Black students differ from non-Black students in the suburban college

TABLE 9.--Means and Significant Differences According to Race Within the  
Inner-City College.

Race Comparison Inner-City College	Orientation	Counseling	Finance	Self-Concept	Morale
Black Mean Score	19.10	16.56	15.25	23.92	20.00
Non-Black Mean Score	20.32	17.120	14.30	24.83	21.16

on needs for enhanced self-concept and for improved morale (see Table 10). Again it should be noted that Blacks were in the numerical minority in the suburban college.

Hypothesis V: Race and college interaction, Black vs Black, at both colleges. There is no difference in self-perceived needs of Black male sophomore students at a predominantly Black, inner-city community college when compared to Black male sophomore students at a predominantly non-Black suburban community college.

When the Black respondents at both colleges were compared, they showed no significant differences in their response patterns. It was interesting to note that mean scores for inner-city Blacks were greater on Orientation, Counseling, and Finance, and less for Self-Concept and Morale. Even though these differences were not significant, some attention will be given to this pattern in the concluding chapter (see Table 11).

Hypothesis VI: Race and college interaction: non-Black vs non-Black at both colleges compared. There is no difference in self-perceived needs of non-Black male sophomore students at a predominantly Black, inner-city community college when compared to non-Black male sophomore students at a predominantly non-Black, suburban community college.

A comparison of responses of non-Blacks at both colleges indicated that the self-concept needs are significantly greater among non-Blacks in the inner-city college. It was also noted that the differences in needs for Morale approached significance.

TABLE 10.--Mean Scores and Significant Differences According to Race Within  
Suburban Community College.

Race Comparison Suburban College	Orientation	Counseling	Finance	Self-Concept	Morale
Black Mean Score	17.98	13.67	15.43	24.45*	22.00*
Non-Black Mean Score	18.21	15.33	13.46	20.85	18.71

\* Significant at .05 level of confidence.

TABLE 11.--Means and Significant Differences According to Race, Comparing Black Students at the Inner-City College and the Suburban College.

	Orientation	Counseling	Finance	Self-Concept	Morale
Inner-city Black	19.10	16.56	16.26	23.92	20.00
Suburban Black	17.98	13.67	15.43	24.45	22.00



It has been illustrated by the testing of six hypotheses in this chapter that likenesses and differences in the perception of Black and non-Black students' needs do exist at the urban and suburban community colleges (see Table 12).

TABLE 12.--Means and Significant Differences According to Race, Comparing Non-Black at the Inner-City and the Suburban Community College.

	Orientation	Counseling	Finance	Self-Concept	Morale
Inner-city Non-Black	20.32	17.20	14.30	24.83*	21.16
Suburban Non-Black	18.21	15.33	13.46	20.85	18.71

\* Significant at .05 level of confidence.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to investigate the self-perceived needs of Black male sophomore students in a suburban and an urban community college and to compare and contrast their self-perceived needs with a comparable sample of non-Black students in both colleges. A needs inventory was devised to elicit responses to five potential and predetermined areas of need: morale, orientation, self-concept, finance, and counseling. Further, it was the purpose of this study to determine if needs are perceived differently when Black students are in the majority than when they are in the minority.

#### Summary of Findings

The findings in this study are presented according to the hypotheses stated in Chapter I.

1. There is no difference in self-perceived needs of Black male sophomore students at a predominantly Black, inner-city community college when compared to Black male sophomore students at a predominantly white, suburban community college.

Hypothesis I was accepted for the Orientation, Counseling, Self-Concept, and Morale scales. It was rejected for the Finance scale.

2. There is no difference in self-perceived needs of Black male sophomore students attending both colleges when compared with non-Black male sophomore students at the same college.

Hypothesis II was accepted for the scales of Orientation, Counseling, Self-Concept, and Morale. It was rejected for the Finance scale.

3. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore students attending a predominantly Black, inner-city community college.

Hypothesis III was accepted for all of the scales of the inventory.

4. There is no difference in self-perceived needs of Black male sophomore students and non-Black male sophomore students attending a predominantly non-Black, suburban community college.

Hypothesis IV was accepted for the scales of Orientation, Counseling, and Finance. It was rejected for the scales of Self-Concept and Morale.

5. There is no difference in self-perceived needs of Black male sophomore students at a predominantly Black, inner-city community college when compared to Black male

sophomore students at a predominantly non-Black, suburban community college.

Hypothesis V was accepted for all of the scales of the inventory.

6. There is no difference in self-perceived needs of non-Black male sophomore students at a predominantly Black, inner-city community college when compared to non-Black male sophomore students at a predominantly non-Black, suburban community college.

Hypothesis VI was accepted for the scales of Orientation, Counseling, Finance, and Morale. It was rejected for the scale of Self-Concept.

### Conclusions

1. Inner-city respondents expressed significantly greater need for financial assistance.

Recent reports indicate that 50 per cent of the youth between the ages of 18 and 25 who reside in the inner-city of Detroit are unemployed. Their need for financial assistance is very real. Also, there is a tendency for the cost of living to be higher in the inner-city.

Those students who eventually hope to transfer to a four-year college feel a considerable press financially. If they leave home their contributions to the home through part-time and full-time employment will be missed. In

many cases their contributions are the major source of income for a sizeable family. It is also quite likely that inner-city students come from lower socioeconomic levels.

2. Black respondents from both colleges expressed considerably greater need for financial assistance.

There is little doubt that Blacks suffer greater deprivation of opportunities than non-Blacks. In addition, they have considerably less income. The size of Black families compounds the problem.

From a psychological perspective, Blacks who move into new situations (i.e., college for the first time) experience an intensified need for comfort and security. When they do not feel this need being attended to, they are apt to place increased importance on material possessions (cars, clothes, etc.). Also, the Black male is generally viewed as successful by the Black female when he can "get it together" financially. This places an additional press on the young male.

Finally, it is always possible that when confronted with opportunities to express financial need, the Black respondent knows that he can achieve a level of guilt inducement in the non-Black if he makes his continuing financial handicaps known.

3. Black respondents in the suburban college expressed greater needs for improved self-concept and morale.

It is quite probable that the "minority experience" has a negative effect on self-concept and morale. We can even see the effect of this when we note that non-Blacks in the predominantly Black, inner-city college expressed slightly greater needs for improved self-concept and morale than the Blacks (not significantly however).

The fact that the suburban college had a minority of Black students and almost no Black staff members (only three) suggests that the college is not particularly concerned about having Blacks on the campus. Even if this is not officially true, it can still "feel true" to the Black student. Observations of Black students on this campus reflected behavioral responses, gestures, and postures that would seem to be designed to reassure themselves they were "making it in the suburban community college."

4. Inner-city non-Black respondents expressed significantly greater needs for improved self-concept than non-Blacks in the suburban community college.

Again, the point about the impact of the minority experience on self-concept is germane. When a person is in the minority position, the press against feelings of

self-worth can be intensified. Sometimes it's a simple matter of not feeling welcome. Also, one is apt to feel that the majority group is being catered to. Just a short time ago the non-Blacks were in the majority in this inner-city community college. The transition and the new Black consciousness and group solidarity during the transitional period were probably not conducive to positive self-concept formation among non-Blacks.

Also, since the instructional staff in the inner-city college is still 80 per cent white, the non-Black students could feel that more was being expected of them in such a setting.

5. No significant differences were found on the Counseling and Orientation scales for any of the comparative groups.

Why no significant differences were found for any group on Orientation and Counseling is not immediately apparent. It is, of course, quite possible that the scales were not adequately constructed and that the items did not reflect needs as perceived by students. It is also possible that male sophomores have had sufficient time and opportunity to get oriented and counseled (from each other). It could be that significant differences among freshmen would be found.

It was noted that response to the Counseling scale was more negative than the response to any of the other



scales. The overriding negative reaction for all students could have precluded finding significant differences among groups.

#### Implications for Further Study

On the basis of the findings produced by this study, the following implications might reasonably be drawn.

There would seemingly be an advantage to examining a broader range of students. It might also change the complexion of the results of the study if a number of urban colleges were compared, disregarding race.

In this study it seems feasible that the questions that were discarded because of their obvious weakness should be replaced with a stronger set of questions.

Since the scale of Orientation was proven to be weak as a scale, it seems reasonable that a total look at the scale of Orientation is necessary.

Because of the nature of the scales, it might be well to use this version of the OIBSN for lower socio-economic students.

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## APPENDICES

APPENDIX A

THE OFFUTT INVENTORY OF BLACK STUDENTS NEEDS

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# THE OFFUTT INVENTORY OF BLACK STUDENTS NEEDS



THE OFFUTT INVENTORY OF BLACK STUDENTS' NEEDS

	<u>N</u>	<u>S</u>	<u>U</u>	<u>A</u>
1. Public discussions are held at this school.	1	2	3	4
2. Faculty members at our school have had varied and unusual backgrounds.	1	2	3	4
3. The student newspaper carries articles intended to stimulate discussion.	1	2	3	4
4. Channels for expressing students' complaints are readily accessible.	1	2	3	4
5. A controversial speaker stirs up a lot of student discussion.	1	2	3	4
6. To most students here, art is something to be studied rather than felt.	1	2	3	4
7. The expression of strong personal belief or conviction is pretty rare around here.	1	2	3	4
8. There are a good many colorful and cool cats on the faculty.	1	2	3	4
9. There is considerable interest in the analysis of <u>value systems</u> and their meaning to a student.	1	2	3	4
10. I feel I have to go through a lot of red tape or jumps to get health service.	1	2	3	4
11. I am embarrassed to give my counselor personal information.	1	2	3	4
12. I see my counselor anytime I want to.	1	2	3	4
13. I have the counselor of my choice.	1	2	3	4
14. My counselor is realistic in advising me on job-related courses.	1	2	3	4
15. My college prepares me for an occupation in the area of my interest.	1	2	3	4
16. My counselor helps me to be realistic in terms of present-day vocations.	1	2	3	4
17. People around here are like what I want to be.	1	2	3	4
18. The counselor helps me to use the system to my best advantage.	1	2	3	4
19. The counselor is interested in me as an individual.	1	2	3	4
20. My counselor is heavy with his own ideas about what I ought to do.	1	2	3	4
21. I would do better in college if tuition was paid for me.	1	2	3	4
22. My mother and father know what my college expenses are.	1	2	3	4

	<u>N</u>	<u>S</u>	<u>U</u>	<u>A</u>
23. I could do better in school if I were not worried about books and supplies.	1	2	3	4
24. The financial aids office gives money to those who don't really need it.	1	2	3	4
25. I have enough money for my personal needs.	1	2	3	4
26. I have enough money to provide my own transportation.	1	2	3	4
27. I would be more comfortable if I could afford good looking clothes.	1	2	3	4
28. I would be able to make better progress in college if I didn't have to send money home.	1	2	3	4
29. I would do better in school if I could afford to live somewhere else.	1	2	3	4
30. I would do better in school if I did not have to work while attending school.	1	2	3	4
31. I would do better in school if I could at least work part time.	1	2	3	4
32. College is important because you get a good feeling when you know something.	1	2	3	4
33. People should think well of you.	1	2	3	4
34. Students who fail should blame themselves.	1	2	3	4
35. Most students who fail could become better students.	1	2	3	4
36. Students who get good grades are better readers than students who fail.	1	2	3	4
37. If you start out getting bad marks in school, you can't change it.	1	2	3	4
38. It is better not to do anything, than to make a mistake.	1	2	3	4
39. I feel terrible if I make a mistake in class.	1	2	3	4
40. I feel that students who fail can't help it.	1	2	3	4
41. I feel that students get good grades in school because they read extensively.	1	2	3	4
42. My professors go out of their way to help me.	1	2	3	4
43. I feel I have opportunities to develop skill in organizing and directing the work of others.	1	2	3	4
44. If you start out doing poorly in school, it's hard to change.	1	2	3	4

	<u>N</u>	<u>S</u>	<u>U</u>	
45. I hear about the things that are happy at our school.	1	2	3	
46. Students exert considerable pressure on one another to conform to the expected (codes of conduct).	1	2	3	
47. There is a lot of spirit at our school.	1	2	3	
48. At our school, the faculty is not interested in my personal problems.	1	2	3	
49. The school helps me get acquainted.	1	2	3	
50. I have channels for expressing complaints.	1	2	3	
51. I feel my school develops a strong sense of responsibility for my brother.	1	2	3	
52. A lecture by an outstanding person would be well attended.	1	2	3	
53. I feel that this questionnaire is relevant to the outside world.	1	2	3	
54. Sometimes this school makes me feel like I should just forget.	1	2	3	
55. I wish I could stay turned on about education.	1	2	3	
56. I'm not a part of this educational scene.	1	2	3	
57. I wonder what this school scene is about?	1	2	3	
58. I feel my race puts me at a disadvantage in the college scene.	1	2	3	
59. I wish I could relate students from all social backgrounds.	1	2	3	
60. The teachers at my college earn my <u>trust</u> .	1	2	3	
61. I would like to have had more choice in which college I attended.	1	2	3	
62. When I'm uncomfortable in the classroom, my instructor senses it.	1	2	3	

## APPENDIX B

### FIGURES

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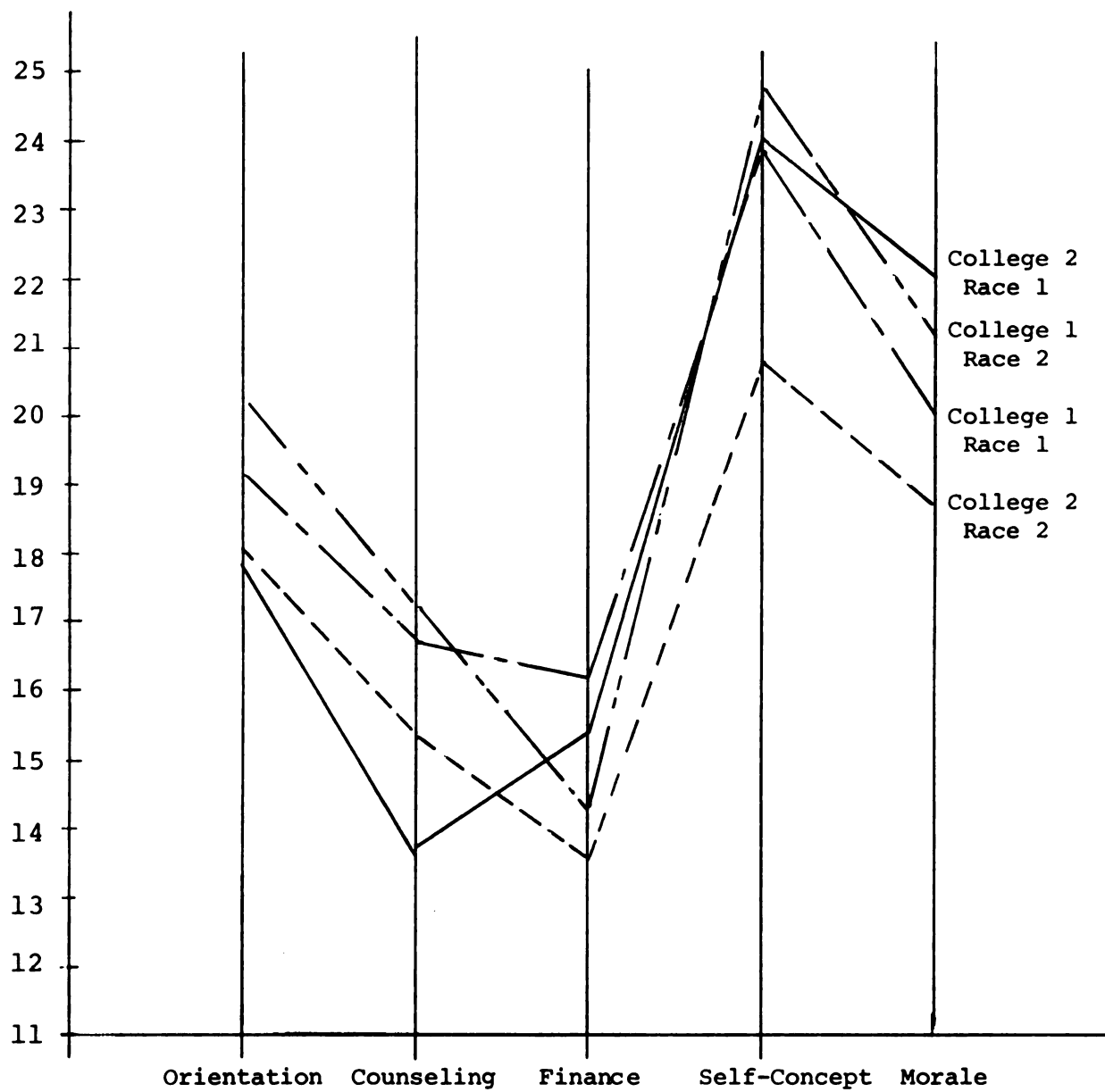


Figure 1.--Comparison by College and Race.

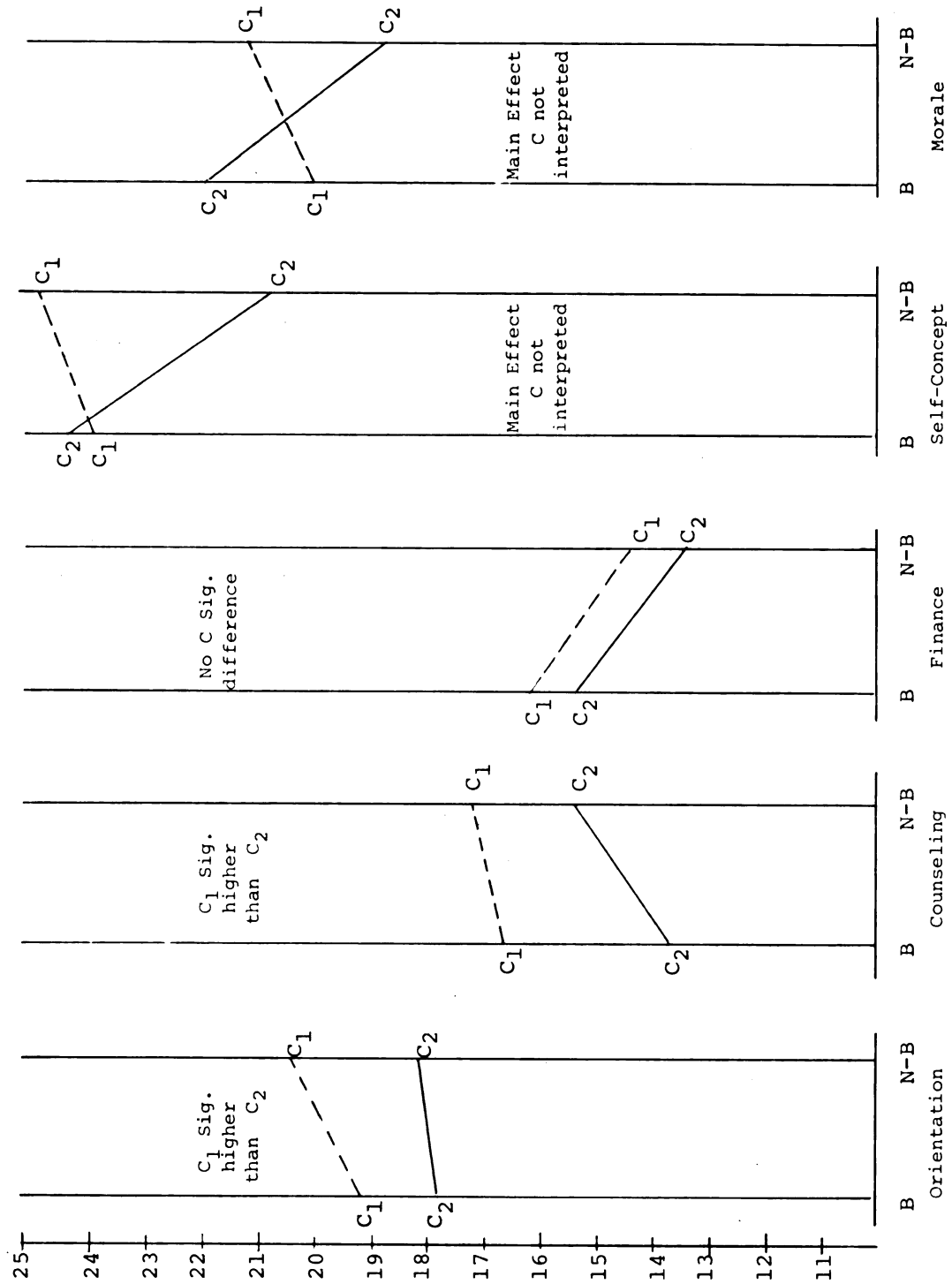


Figure 2.--Comparison of Racial Differences by College.

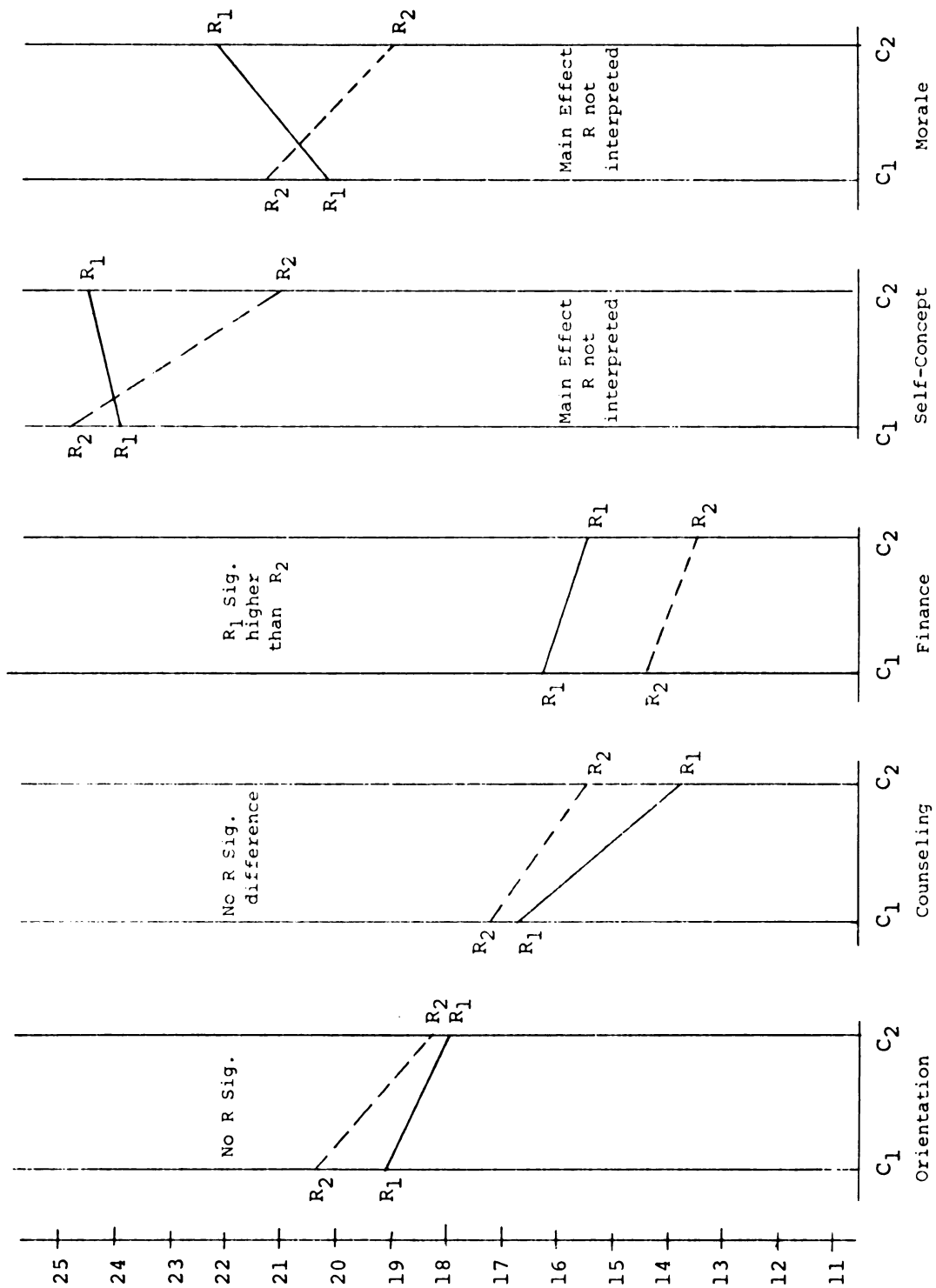


Figure 3.--Comparison of College Differences by Race.

## APPENDIX C

### MULTIVARIATE ANALYSIS OF VARIANCE

	College 1	College 2	
Race 1	<sup>1</sup> $\bar{x}_{11}$ n=56	<sup>3</sup> $\bar{x}_{21}$ n=46	$\frac{56 \bar{x}_{11} + 46 \bar{x}_{21}}{102}$
Race 2	$\bar{x}_{12}$ n=43	$\bar{x}_{22}$ n=56	
	$\frac{56 \bar{x}_{11} + 43 \bar{x}_{12}}{99}$		$\frac{\sum n_{ij} \bar{x}_{ij}}{201}$

## RAW DATA: Black and White

Variable	Between Mean Sq.	Univariate F	P Less Than
Orientation	25.5588	1.8517	0.1752
Counseling	61.9106	2.2443	0.1358
Financing	192.0292	14.6327	0.0002*
Self-Concept	95.4770	7.3823	0.0072*
Morale	60.3456	4.4537	0.0361

## RAW DATA: Cross College Effect

Variable	Between Mean Sq.	Univariate F	P Less Than
Orientation	128.6485	9.3203	0.0026
Counseling	294.9028	10.6905	0.0013
Financing	34.6094	2.6373	0.1060
Self-Concept	140.5465	10.8671	0.0012
Morale	1.6504	0.1218	0.7275

## RAW DATA: Inter-College Effect

Variable	Between Mean Sq.	Univariate F	P Less Than
Orientation	71500.9005	5180.0703	0.0000
Counseling	49711.0498	1802.0755	0.0000
Financing	44478.1095	3389.2542	0.0000
Self-Concept	109947.2687	8501.1500	0.0000
Morale	83224.3781	6142.1608	0.0000

## RAW DATA: Over-All Group of Respondents

Variable	Between Mean Sq.	Univariate F	P Less Than
Orientation	117.3767	8.5037	0.0040
Counseling	268.2545	9.7245	0.0021
Financing	56.5762	4.3111	0.0392
Self-Concept	170.6140	13.1919	0.0004
Morale	4.7960	0.3540	0.5526

## RAW DATA: Race and College Interaction

Variable	Between Mean Sq.	Univariate F	P Less Than
Orientation	11.9582	0.8663	0.3532
Counseling	15.4531	0.5602	0.4551
Financing	0.0003	0.0000	0.9962
Self-Concept	251.7954	19.4689	0.0001
Morale	245.1912	18.0957	0.0001

## RAW DATA

Variable	Variance	Standard Deviation
Orientation	13.803075	3.7152
Counseling	27.585442	5.2522
Financing	13.123273	3.6226
Self-Concept	12.933223	3.5963
Morale	13.549691	3.6810

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